DOCUMENT RESUME

ED 337 303 RC 018 170

TITLE Center for Employment Training Annual Report. 1989.
INSTITUTION Center for Employment Training, San Jose, Calif.
PUB DATE 89
NOTE 36p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Vocational Education; English (Second Language); Hispanic Americans; *Job Placement; *Job Training; Labor Market; Limited English Speaking; Minority Groups; Mothers; Poverty; Program Effectiveness; *School Business Relationship; *Unemployment; *Vocational Training Centers
IDENTIFIERS Center for Employment Training; Job Training and Partnership Act 1982

ABSTRACT

This document summarizes the 1989 performance of the Center for Employment Training (CET) a nonprofit corporation with training centers located throughout the West. The document consists of a variety of reports and "focus" pieces examining labor market changes and CET's adjustments in its operations. The executive director's report addresses the need and method for training the chronically unemployed who are unprepared for employment. The Board of Directors report suggests that the future CET operation should shift to training for services or the high tech labor market, rather than manufacturing industries. CET's Industrial Advisory Board reviews curricula, course materials, and training equipment, and recommends improvements for industrial relevance. A performance report indicates that 2,187 students were placed in jobs, that their average incomes after training were more than doubled, and that the majority of clients were Hispanic and persons with limited English. A financial report contains data showing that over 60 percent of CET's $20 million income came from its job training program. Among highlights cited in a review of the year were that CET opened three new training centers, offered college credit, and renovated facilities. The Rockefeller Foundation identified CET as the most effective training program for minority female single parents. A description of CET's training design explains CET's focus on task-oriented vocational training while relating basic skills remediation and English language instruction to the vocational skill. Training also addresses the trend away from manufacturing and toward services and high-tech industries. "Focus" pieces make the case that changes in the labor market require a focus on adult training of poor minorities, which involves technical training, remediation of basic skills, and in many cases, English instruction. It is further pointed out that those most in need of training are Blacks, Hispanics, immigrants, dropouts, youth, and women, and that policy changes in the Job Training and Partnership Act must focus on these "hard to serve" individuals. (KS)

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Center for Employment Training

ANNUAL REPORT

New jobs require more complex skills, but the available labor force is comprised increasingly of dropouts, limited-English speakers, and long-term welfare recipients. Policy makers and trainers can no longer pass over the "most in need." They must be trained!

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Center for Employment Training

ANNUAL REPORT

1989

TRAINING AVAILABLE THROUGHOUT THE WEST

Center for Employment Training (CET) is a private non-profit corporation with training centers located throughout the West. In addition to those directly operated by the CET corporation, other CET training centers are run by independent corporations in northern California and the state of Washington—constituting the largest network of non-profit training schools in the West.

■ **Corporate Office**
701 Vine Street
San Jose, CA 95110
(408) 287-7924

■ **Anthony Soto**
Chairman, Board of Directors

■ **Russell Tershy**
Executive Director

■ **Hermelinda Sapien**
Deputy Director

Production Notes

The Annual Report was designed by James Powrie and printed in CET's in-house print shop by students and staff. All graphics and typesetting were done in-house. Images of CET students, staff and associates are digitally reproduced from CET video.

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There have been extraordinary changes in the job market and labor force—posing many challenges for industry, policy makers and job training providers. Their responses will help determine the quality of life in the next century.

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CET's executive director speaks about the need and methods for training the so-called "hard-to-serve."

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BOARD OF DIRECTORS' REPORT: Board sets agenda for next decade.
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INDUSTRIAL ADVISORY BOARD: CET's IAB helps ensure training relevance to changing needs of industry.
CET's Industrial Advisory Board provides guidance to CET training centers.

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PERFORMANCE REPORT: CET served over 12,500 people in job training and ESL/Civics programs.
CET served record numbers of newly legalized immigrants in State-sponsored ESL/Civics classes. It continued to focus training on the "hard-to-serve" as over 60% of its job training participants had never completed high school.

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FINANCIAL REPORT: With total revenues over $20 million, CET's income reflects diversification.
Over 60% of CET's income came from its job training program, but ESL/Civics accounted for almost $6 million.

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CET YEAR IN REVIEW: ESL/Civics program is one of many highlights.
In addition to its highly productive ESL/Civics program, CET opened three new job training centers, offered college credit for courses, demonstrated its effectiveness with welfare recipients, continued renovation of its San Jose facility and much more.

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ROCKEFELLER FOUNDATION REPORT: CET is identified as national study's most successful model for training minority female single parents.
After six years of performance and nearly two years of study, CET has been named one of the most successful programs ever in training welfare recipients for unsubsidized jobs. Results of study provide model for national welfare reform.

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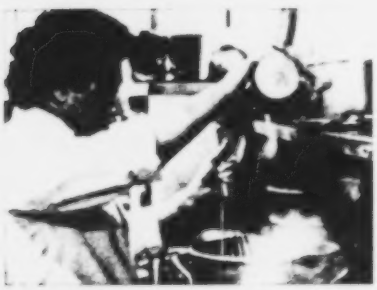

CET TRAINING DESIGN: Comprehensive services with a focus on job skills and placement are key to CET's success.
CET combines vocational training, remediation, language skills instruction, human development, and job placement services to help the "most-in-need."

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FOCUS ON JOBS: Nation moves from manufacturing to services.
Over the past decade, more than two million manufacturing jobs were eliminated from the U.S. CET has had to adjust its training focus, but calls for a reindustrialization of America.

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FOCUS ON TRAINING: Dramatic changes in the labor force require substantial changes in industry hiring and training practices.
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FOCUS ON BASIC SKILLS: Entry-level jobs become more complex even as the capability of the labor force diminishes.
Automation has eliminated many jobs. Those that are left are increasingly complex. There is a critical gap between the demands of industry and the skills of the entry-level labor force. Trainers must meet the needs of poorly educated workers.

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FOCUS ON SPECIAL NEEDS GROUPS: Changes in labor force focus attention on special needs.
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FOCUS ON POLICIES: New training policies must focus on most in need.
Job training policies which have focused on those "most likely to succeed" have proved not to be effective. Federal and state legislators seek changes. CET recommends policy changes which will help target services to a needier population and will result in more cost effective programs.

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INTRODUCTION

RESPONDING TO A RAPIDLY CHANGING WORLD

Over the past twenty years, the U.S. and world economies have changed fundamentally. There is a critical mismatch between our nation's labor force and the needs of business and industry. Millions of workers must be trained and retrained for increasingly complex jobs. ***Actions of policy makers and training providers over the next few years will help determine our quality of life for the first half of the twenty-first century!***

Two Decades in Perspective

There have been extraordinary changes in the nation, the world, and our own neighborhoods since 1967 when the Center for Employment Training opened its first small job training center in San Jose, California. Many of those changes were not predicted.

The micro-computer hadn't been invented and the yet-to-be-named "Silicon Valley" was still a collection of suburban communities and farms interspersed with a few electronics, aerospace and defense firms. Who guessed in 1967 that basic manufacturing industries like auto, steel, textile and rubber would be replaced by service industries as the primary employer? As the '90s begin, a new image develops. ***A nation of innovation and manufacturing has become one of consumption and money management—our military runs on foreign made microchips—and the gap between the nation's rich and poor widens daily.***

The baby-boom generation is greying and the baby-bust era is fast on its way. The average new worker looks and sounds different from those who came before. His or her reading, math and language skills are typically below prior generations. Yet, the skills required for the jobs in most demand are increasing. ***What will the next ten years bring?***

INTRODUCTION

Projecting Future Needs

The extent to which local and national policy makers, as well as industry and service providers, understand and respond effectively to the changing economy and labor market will significantly influence our nation's future. CET's area of expertise and its direct interest in these matters is employment training. CET analyzes employment trends and employer demands in order to fully prepare its students to find employment and succeed on the job. It is also vitally concerned about governmental employment training policies which define the nature and constraints of federal and state subsidized training.

Employment Training Policies Changing

The U.S. Congress is currently debating several legislative initiatives aimed at revising the Job Training Partnership Act (JTPA), and state legislators are also considering modifying or initiating programs aimed at improving the vocational and basic skills of special needs populations. The outcome of these deliberations will set the course of job training for many years to come.

Key Issues and Policy Positions

This annual report briefly reviews key issues impacting current policy initiatives. It looks at the developing job market, the nature and needs of the labor force, and methods by which the quality of American labor, and the quality of life of America's laborers, can be improved.

CET's positions are derived from its many years "in the trenches" and reflect its ongoing concern for serving low-income people who face extraordinary barriers to obtaining and holding decent jobs.

These perspectives are presented in the context of the past year's activities. CET seeks to present practical and effective solutions to the complex problems which face U.S. employers, policy makers and job training service providers.

Real Solutions Available Today

The problems are complex, but some solutions are available today. In response to heated national debate about welfare reform, the Rockefeller Foundation recently released a report of its eight-year study of various training programs for single parent minority female welfare recipients. ***The Rockefeller Report finds that, of the agencies studied, only one was truly effective in helping welfare recipients overcome their many barriers, obtain employment, and get off welfare. That agency was CET.***

The Annual Report includes excerpts from the Rockefeller Report which outline program design elements which can help policy makers and service providers implement effective programs today. There is no need for further study—***it's time for action!***

EXECUTIVE DIRECTOR'S REPORT

Russell Tershy, Executive Director

In the late '60s a headline in the San Jose Mercury News blazed, "30,000 Job Openings in Silicon Valley." But at that time, the unemployment rate in the barrios in San Jose was 20%. Center for Employment Training was founded to help fill this gap between job vacancies and those who desperately needed jobs. Today, after training and placing over 44,000 low-income people, CET still trains the unskilled, unemployed, and undereducated and matches them to jobs in demand in industry. As we now enter the decade of the '90s, the area's overall unemployment rate continues at approximately 5%, but the unemployment rate in the barrios is over 15% — three times the rate of the rest of the county. Overcoming high unemployment rates in our nation's poorest communities is a massive job and it is getting tougher.

Consistent with the national trend, minorities in California are projected to be the majority by 2010; the dropout rate for Hispanics and Blacks is over 50%; and many thousands are trapped in a welfare cycle from one generation to the next. These growing numbers of chronically unemployed are not remotely prepared for employment, not only for technical occupations but also basic entry level jobs. They have been described as the "hard to serve," "least likely to succeed," "underclass," and in the past few years, "forgotten Americans." Now they are the focus of discussions within U.S. industry and government for a very simple reason: they make up increasing percentages of the diminishing labor force. No longer can they be passed over, forgotten in rural and inner-city ghettos and barrios, relegated to social workers and law officers. The nation must grapple with and conquer the many barriers which stand between our poor and available jobs.

Corporate Directors

- Russell Tershy, Executive Director
- Hermelinda Sapien, Deputy Director
- Frank Zamora, Fiscal Director
- Robert Johnston, Planning Director
- Eugene Hernandez, Training Director
- Carlos Lopez, Industrial Relations Dir.
- Carmen Placido, Region 1 Director
- Daniel Alfaro, Region 2 Director
- Greg Doonan, Region 3 Director

There is much that must be done. A key ingredient is job training but, if we are to train the "forgotten Americans," we need to modify employment training regulations which currently encourage training agencies to target the "most likely to succeed." We need to acknowledge that it costs more to train dropouts, non-English speakers, and long-term welfare recipients. We must adequately fund programs which have demonstrated success with these groups. Targeting services to the very needy has repeatedly been demonstrated to yield the greatest return on investment in terms of wage gain and savings of public funds, yet our educational institutions and policy makers are slow to create systems which can effectively serve them.

Training a growing pool of forgotten Americans—helping them move from the tax rolls to payrolls, will positively impact the national deficit, improve worker productivity, reduce crime, enhance family life, and help the U.S. compete in the international marketplace. But the most profound benefit comes to the individual who discovers his or her abilities, learns what it feels like to be valued, and gains self-esteem. As we now see millions in eastern Europe experiencing the incredible lightness of new political freedom, let us commit ourselves to helping the poor of our nation obtain economic freedom and learn to soar.

BOARD OF DIRECTORS REPORT

Board Sets Agenda for Next Decade

CET's Board of Directors is comprised of volunteers from communities and states served by CET training centers. 1989 was a busy and productive year for the Board. They focused on improving internal operations and planning for the future. The standing committees (Executive, Personnel, Program and Board Development) met on a monthly basis and a new Strategic Planning committee was created to help focus the Board's planning efforts.

Well Traveled and Hard Working — The Board attended two weekend planning retreats in the Spring and Fall and held two of their monthly meetings in other parts of California as they visited CET divisions in the upper and middle portions of the state. Meeting periodically in different parts of CET's network allows the Board to have a better sense of the variety of conditions and needs of CET divisions.

Board of Directors

- Anthony Soto, Chairperson
- Joseph Medal, Vice-Chairperson
- Alex Armenta, Treasurer
- Eva Alvarez, Secretary
- Yolanda Bentancourt
- Jack Davis
- Andy Dieppa
- Francisco Espinosa
- Dorothy Zamora Fieger
- Sonia Lewis
- D. Chris L'ongoria
- Andy Lucero
- Lyle Meacham
- Tuyet Nguyen
- Yvonne Boykins-Porter
- Jesse Rivera
- Tess Sanchez
- Ramona Sarinana
- Audrey Irene Simmons
- Walter Smith
- Moe Whitaker

Building Purchases and Debt Consolidation — Improving services while ensuring financial and programmatic stability are high priorities for the Board. Finding quality training facilities is always of concern. Approving the purchase and long-term financing for two surplus public buildings in San Jose, California (a 117,000 square foot training, administration and childcare facility and the city's former East Side welfare office) goes a long way toward accomplishing these goals.

Anthony Soto, Board Chairperson

Looking Forward to 2000 — The Board defined priorities for the corporation which set the organization's direction for the next decade:

1. **Economic Stability**
   Diversify funding sources and develop a financial reserve of private capital.
2. **Internal Strength**
   Ensure a high level of skill and morale of board and staff, improve systems.
3. **Program Relevancy in Skills Training**
   Ensure that CET-operated programs support mission of training the poor.
4. **Internal Expansion**
   Expand and solidify operations at existing CET training centers.
5. **External Expansion**
   Expand CET network to include national and international operations.
6. **External Strength**
   Increase support for CET in the public and private sectors.
7. **Leadership Stability**
   Ensure leadership stability for all levels of the organization.

The Board's actions this year have helped CET continue in the direction specified by its mission statement:

"The mission of CET is based on the philosophy of self-determination and seeks to promote the human development and education of low-income people by providing them with marketable skills training and supportive services that contribute to economic self-sufficiency."

INDUSTRIAL ADVISORY BOARD

CET's Industrial Advisory Board helps ensure training relevance to changing needs of industry

The rapidly changing job market requires CET not only to assess current job requirements and labor market conditions, but to project into the future in order to prepare new curricula and course offerings. CET's ally in this is its Industrial Advisory Board, or as it is typically called, "IAB." It is the best kind of partnership—one which yields significant mutual benefits. By giving of their time and advice, representatives from industry help ensure that CET's training is relevant to their needs and that they have sufficient numbers of trained entry-level workers by providing three primary services:

- The IAB reviews curricula, course materials and training equipment with CET instructors and administrators. It recommends improvements and may donate or loan equipment which enhances training.
- The IAB advises CET about trends and changes within industry which will require training adjustments or provide CET with an opportunity to develop a new course which will yield quality jobs for its graduates.
- The IAB is a vocal advocate for CET. Members hire CET graduates and inform other businesses about CET and the availability of qualified workers.

Grant Danielson, Chairman
Santa Clara CET Industrial Advisory Board

SANTA CLARA IAB

CET's oldest and largest IAB is in Santa Clara County, California. Because of its direct interaction with corporate and board leadership, this IAB provides assistance to the entire corporation.

Santa Clara IAB Executive Committee

- **Grant Danielson**
  Professional Services-Chair
- **Bonnie Nunke**
  Compression Labs-Vice Chair
- **Linda Zazzara**
  Advanced Micro Devices
- **Artie Esponda**
  Lockheed Missiles & Space Co.
- **Oscar Herrera**
  IBM
- **Bill Oliver**
  Wiltron
- **Carol Campbell**
  Hewlett Packard
- **John Hawkins**
  MCI Telecommunications Corp.
- **Jon Whiteman**
  National Semiconductor
- **Priscilla Azcueta**
  Manpower

Partial List of IAB Members

- Adaptec, Inc.
- Addison-Wesley Publishing
- Advanced Micro Devices
- Allstate Insurance
- Amdahl Corporation
- Agnews State Hospital
- Avantek, Inc.
- AT&T Communications
- American Savings & Loan
- Applied Materials
- Automated Test Engineering
- Alpha Omega Travel
- Burke Industries
- Central Pipe
- Citicorp Savings
- CCCDC
- Cybernex Corporation
- Desert Business Computers
- Diasonics Incorporated
- Deluxe Check Printers, Inc.
- Echo Design
- El Camino Hospital
- F.M.C.
- Ford Aerospace Corporation
- Four Phase Systems
- Fujitsu American, Inc.
- GE Space Systems Division
- General Instrument Corporation
- GTE Sylvania
- GTE Systems
- Gould AMI Semiconductor
- Gould Microwave Division
- Hewlett Packard
- Hitachi of America
- Host International
- IBM
- International Scientific
- Kaiser Electronics
- Kaiser Permanente
- Lockheed Missiles & Space Co.
- LSI Logic Corporation
- Marriott Hotels
- Measurex
- Memorex Corporation
- Memotech
- Mica Microwave
- Microwave Technology, Inc.
- Monolithic Memories
- Pacific Bell
- PG&E
- Precision Monolithics
- Prudential Insurance Company
- Ramco Manufacturing
- Ramtek
- Raytheon
- Ricoh Corporation
- Rolm Corporation
- Rubber Development, Inc.
- San Jose State University
- Scientific Micro Systems
- Security Pacific National Bank
- Signetics
- Siliconix
- Singer-Link Division
- Software Publishing Corp.
- Spectra-Physics
- Teledyne Microwave
- Triad Systems
- Touche Manufacturing
- Ultron Labs

INDUSTRIAL ADVISORY BOARDS

Santa Maria CET IAB

An Example of Exemplary Service to Community

Industrial advisory boards serve most local CET divisions. Each IAB establishes its own priorities for helping the training center. Santa Maria CET IAB is particularly noteworthy. In addition to performing standard support activities, they donated their old suits to create a lending closet so that low-income trainees could have appropriate clothing for interviews. They helped CET develop a facility procedures and safety manual and are creating a human development curriculum complete with written and video course materials. Member companies have donated money for computer equipment and training materials. This dedicated group of men and women exemplify quality service to their community.

Jim Weston, IAB Chair
Santa Barbara Research Center

SANTA MARIA IAB MEMBERS

- Andrade and Belasco
- Applied Magnetics
- Arrow Automotive
- Cal Poly University
- Central Coast Staffing Svs.
- Department of Rehabilitation
- Employment Dev. Department
- Federal Electric
- Guevara & Associates
- Holly Sugar Company
- Human Resources
- Industrial Medical Group
- ITT
- Kelly Services
- KOTA Television
- KUHL Radio
- Lawrence Ratner, Ph.D.
- Medical Advisory Services
- Quintron Systems
- Renfrow Airport Auto Center
- Santa Barbara Research Center
- S & S Enterprises
- Sanchez Simmons Realty
- Santa Maria Chamber
- Select Temporary Services
- Southern Cal Gas Co.
- Tech Staff Inc.
- Tracor Aviation
- Vandenburg Air Force Base

Message to Industry

Members of CET's Industrial Advisory Board (IAB) consist of representatives from the area's employers, both large and small. They are typically owners and management personnel.

The following statement is a big one: CET gets paid for performance. If CET trains students, but those students can't get jobs, then CET doesn't get paid and it goes out of business. Therefore, it is essential that CET provide training that is absolutely needed in the community—so that CET graduates get jobs, and keep those jobs. Even though CET is chartered as a "non-profit" corporation, CET lives in a very competitive environment, where only the best will succeed.

The objective of each Industrial Advisory Board is to assist the CET director in deciding what should be taught. If an Industrial Advisory Board causes its CET to go off in the wrong direction and contract for training that doesn't result in jobs, then CET (and most importantly, its students) lose.

So being an IAB member is a serious voluntary undertaking, but it is at the same time, very satisfying. Satisfying through the process of being around inspired and committed people in the IAB meetings, and fun from the feelings of satisfaction in being a part of the crucial role played, and so admirable fulfilled by CET, in helping newcomers to America, and in helping those who are striving for personal development from the lower social-economic areas of society. Helping these people is helping this country to prosper.

So an IAB is fun, but it's hard fun. Like a winning football team, it's really a lot more pleasant to be on top, but being on top only comes from hard, smart work. Helping the Center for Employment Training to determine what should be taught is what each Industrial Advisory Board is all about. Once the classes are up and running the IAB assists in many, many smaller ways—from adjustments and improvements in the curriculum, to guest lecturers, mock interviews, etc. Every month at least one IAB member does something special for CET.

If you like being a winner; if you like doing something to help America become an even better place; if you like helping people and your community, then the Center for Employment Training's Industrial Advisory Board is your opportunity to have a hand in making positive things happen.

Jim Weston, Chairman
Santa Maria CET Industrial Advisory Board

PERFORMANCE REPORT

Calendar Year: January 1989 — December 1989

Recipients of Vocational Training Services

- Students Placed in Jobs [1] 2,187
- Average Trainee Annual Income Before Training $6,003
- Average Trainee Annual Income After Training (with 20% fringe) $14,465
- Total First Year Annual Income of Placements (estimated) $31,634,955

Recipients of Non-Vocational Training Services

- ESL-Civics Students 10,349
- Weatherization and Relamping Services 8,000
- Child Care Services (CET Montessori) 290
- Child Care Services (Community Services Block Grant) 80
- Housing Assistance Services (Community Services Block Grant) 591
- Emergency Assistance Services (Community Services Block Grant) 197
- Other Non-Training Services (Community Services Block Grant) 1,758

Vocational Training Client Characteristics

- Males 51%
- Females 49%
- Adults (age 22 or above) 67%
- Youth 33%
- School Dropouts (8th or less grade) 34%
- School Dropouts (9th - 12th grade) 28%
- Limited English Speaking 51%
- Hispanic [2] 77%
- Black 5%
- Asian/Pacific Islander 2%
- White 15%
- American Indian 1%

1 These placements were achieved by CET training centers directly administered by the CET corporation. Other CETs operated by different corporations in California account for over 800 additional job placements. The four CETs operated by the California and Washington Human Development Corporations placed 359 persons in 1989 and the CET operated by Vallecitos CET in Hayward, California had over 500 placements with an average entry-level wage in excess of $6.00 per hour.

2 Because over half of CET's training funds come from contracts targeted to serving farmworkers, and because of the high percentage of Hispanics in the west, CET continues to serve high percentages of Hispanics. One of CET's objectives is to obtain additional funding resources so that it can establish skill training sites in communities with larger percentages of Black residents. It also plans to focus more resources to serve greater numbers of Asians.

FINANCIAL REPORT

Program Year: July 1988 — June 1989

Vocational Training Contract Revenues

- Other Training Contracts 261,341
- GAIN 434,386
- Financial Aid 445,791
- Rehabilitation Contracts 1,010,627
- JTPA Non-Farmworker Contracts 3,828,911
- JTPA Farmworker Contracts 5,761,903

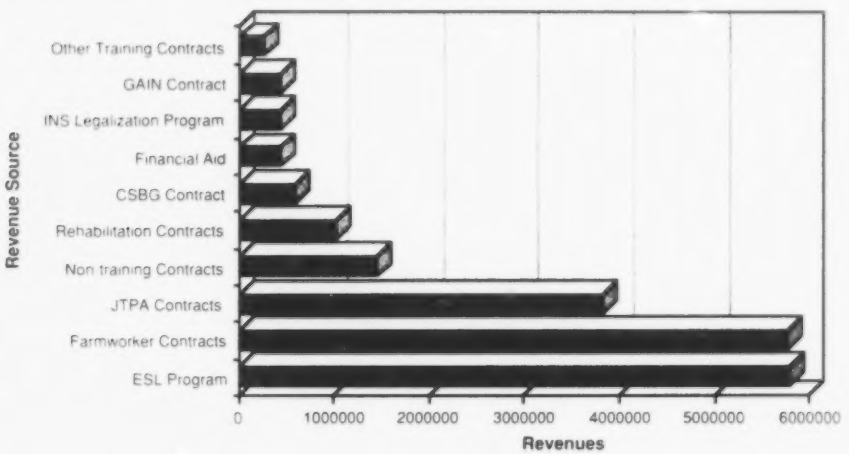
Total Vocational Training Contract Revenues $11,742,959

Non-Vocational Training Contract Revenues

- INS Legalization Program 444,516
- Community Service Block Grant 585,620
- Other Non-Training Contracts 1,442,316
- ESL/Civics Program 5,804,992

Total Non-Vocational Training Contract Revenues $8,277,444

Combined Contract Revenues Chart



Return on Investment

Training a high percentage of school dropouts and limited-English speakers is a costly proposition. Nevertheless, an effective job training program that targets a very needy population more than pays for itself in taxes paid by graduates and public funds not expended for welfare and unemployment payments. For example, in 1989, the average annual wage of CET students prior to enrolling in training was $6,003. The projected average annual wage of CET 1989 graduates is $12,054. Including an additional 20% for fringe benefits, the total estimated annual wage of all CET 1989 graduates is $31,634,955. These graduates will pay over $6 million in taxes in the next year and will not have to collect welfare or unemployment payments which would total more than $6 million. The sum of taxes paid and public funds not received more than pays for their cost of training.

CET YEAR IN REVIEW

ONE OF NATION'S LARGEST ESL/CIVICS PROGRAMS HIGHLIGHTS YEAR

CET instructed over 10,000 newly legalized aliens in English and Civics at 80 sites in California, Idaho, Arizona and Nevada.

1989—Another Year of Getting The Job Done

2,187 students were trained and placed in jobs. 10,349 others were provided with instruction in English and citizenship as part of the national immigration reform program. Homeless farmworkers were assisted with housing and social services. Over 1,000 homes of low-income persons were sealed from inclement weather and more than 7,000 homes were made more energy efficient with the installation of low-energy lamps by CET's Energy Program Department.

Some programs end, others begin and CET joins with Rockefeller Foundation to promote effective training strategies.

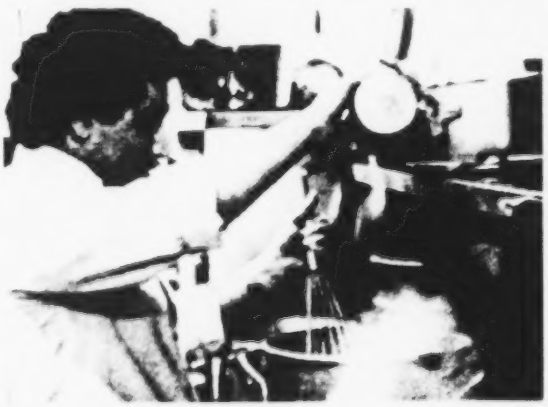
The end of one decade and the beginning of another: The '80s began with budget slashing and a "penny wise—pound foolish" federal employment training policy targeted to those "most likely to succeed." The decade ended with a chorus of calls for renewed targeting of the "most in need."

Rockefeller Foundation Weighs In

The debate gained new focus when at the end of 1989 the Rockefeller Foundation published the results of its six-year study of strategies to train female single parents. CET was found to be, not only by far the most effective training program studied, but also significantly more effective than any other training program previously studied. Consequently, the Rockefeller Foundation is promoting CET's comprehensive training design as a national model for welfare recipients.

Expansion and Contraction

Three new CET vocational training centers were opened in California at San Francisco, San Jose, and Menlo Park. Also, by the end of the year, CET had closed over half of its 80 ESL/Civics classroom sites as this one-time program began to wind down.



New Training Initiatives

Responding to the continuing demand for new service industry workers, CET began its ***Commercial Food Services*** course in San Jose. Students learn the essentials of commercial cooking and develop gourmet skills in CET's fully equipped kitchen. CET also completed its first ***Montessori Teacher Training*** Program, a 9-month program, offering intensive instruction in the principles and practices of Montessori Child Development techniques. The course was extremely successful with over 90% of the participants completing the program and receiving the Montessori Teacher Training Diploma. Students were able to practice their new skills in CET's highly regarded Montessori Child Development Center which served over 290 infants, toddlers and pre-schoolers last year.

College Credit Awarded

Under an arrangement developed last year with San Jose City College, CET's child development trainees receive college credit for instruction provided by CET. They receive six of twelve units required for a state credential. The other six units can be acquired through evening classes provided by the community college after the graduates go to work.

The success of this unique cooperative program helped the City College receive a $50,000 demonstration grant to link certain college clerical courses with those offered by CET so that trainees can acquire college credit while they are attending classes at CET. The provision of college credit encourages CET's trainees to continue their education in college after they graduate from CET and get jobs.

CET YEAR IN REVIEW

Largest CET Begins Final Renovation

CET's 117,000 square foot facility in San Jose, California has entered the final phase of a multimillion dollar renovation. Over 70,000 square feet of space in the former Woodrow Wilson Junior High School have already been renovated for classroom, child care and corporate office space. Much of the rest of the facility is now being renovated for machine shop, sheet metal, facility maintenance and culinary training.

The movement grows as CET training centers expand services throughout the west.

Other Highlights from CET Territory

Oakland CET installed a new computerized numerical control (CNC) milling machine for its machine shop training, helping to keep its training up-to-date and compatible with industry needs.

Salinas CET increased its training resources by cordinating with adult education. GED instruction and vocational ESL are provided by adult education. The center also doubled its JTPA funding for the current fiscal year.

El Centro CET achieved the highest placement rate in its 9-year history in Imperial County. New director, Pat Rodriguez, initiated an ASME certification program for welding trainees which has helped bring the skills placement rate to 80%. CET will soon open a new center in Calexico.

Yuma CET started a new 9-month heating and air conditioning repair apprenticeship program in conjunction with local employers and funded by the local Private Industry Council.

Los Angeles CET acquired a new computerized numerical control (CNC) milling machine for its machine shop and it hosted a tour by CET's Board of Directors in October.

Indio CET operated CET's most successful program for homeless farmworkers and received a special commendation from the Riverside County PIC for superior performance.

Reno CET opened last fiscal year, offering training in Office Occupation Skills, Light Industry Skills and Electronic Assembly. CET Reno had an excellent first year.

Riverside CET received additional funding for machine shop and maintenance mechanic training to bring total JTPA funding for CET centers in Riverside County to over $750,000.

Temecula CET graduate, Reyna Valdez, was recognized by the Riverside County PIC as the trainee of the year for her ability to overcome multiple barriers and become employed.

Tucson CET operated CET's most successful financial aid program. Its Automated Office Skills class is consistently full. The center will soon offer a new Shipping and Receiving class for tuition-paying students.

San Diego CET successfully operated its training program relying on farmworker funds, tuition-paying students, and the ESL/Civics program despite substantial cutbacks from the local SDA.

Escondido CET, although the smallest CET in Southern California, operated the top ESL/Civics program in CET's sourthern region.

Orange County CET became a CET division as the former independent corporation moved from Anaheim to Santa Ana and merged with the CET corporation.

Oxnard CET completely refurbished its training center to better simulate the conditions found in professional office occupations. The center also placed 35 of 37 terminations from its Electronic Assembly training class for a placement rate of 95%.

San Bernardino County CET expanded to a new facility which allows it to provide training for additional students. This is good news since the San Bernardino County CET last year was CET's most effective center with a placement rate in excess of 90%.

San Francisco and San Mateo CETs opened their doors for the first time to skill training students. The centers originally served only ESL/Civics students but now have students enrolled in a variety of clerical and maintenance skills.

Phoenix CET is one of the newest CETs opening late in 1989 when ESL/Civics classes began. During the first quarter of 1990 the center will begin training in Automated Office, Shipping and Receiving, and Custodial Maintenance skills.

Gilroy CET doubled its size in moving to a new training center in downtown Gilroy. The high visibility of this 10,000 square foot facility has greatly aided recruitment and helped increase daily student loads to over 100 people.

San Jose CET faced the inconvenience and excitement of a major expansion. A new building was purchased to serve the city's east side and renovation of the west side facility continued.

Santa Maria CET continued to grow as it expanded services to state and private rehabilitation agencies. Its Industrial Advisory Board, one of CET's most active, initiated the creation of a complete human development curriculum for the center.

Nampa CET expanded its evening upgrade classes which began in 1988 with a special computer class for employees of J.R. Simplot Company who faced layoff because of automation if they didn't upgrade their skills. CET also started a Spanish course for medical personnel.

Burley CET started a new Shipping and Receiving class to help meet the demand for this expanding occupation.

ROCKEFELLER FOUNDATION REPORT

MODEL FOR SUCCESS

MINORITY FEMALE SINGLE PARENT TRAINING

The Rockefeller Foundation recently completed a five-year demonstration program to identify successful strategies for helping minority single parents get off welfare and become self-sufficient. The results spell out a successful model for training all low-income persons.

Congress passed the Family Support Act in September 1988. The Act creates a federally supported education and training program for welfare recipients called Job Opportunity and Basic Skills (JOBS) Program. As of July 1, 1989, states are to begin submitting plans for federal approval to start implementing the Act. Officials at state and local levels are grappling with the difficult issues associated with the establishment of this major new welfare reform initiative. They are seeking successful models to get people permanently off welfare. The recently completed Rockefeller Foundation study, "Minority Female Single Parent Program," details how it can be done effectively.

The Minority Female Single Parent demonstration program was sponsored by the Rockefeller Foundation to evaluate the effectiveness of several alternative approaches to helping low-income single minority mothers achieve economic self-sufficiency and family stability. Most of the participants were on welfare and had young children when entering the program.

Four community-based organizations in different urban areas were chosen to provide a comprehensive set of services including:

- needs assessment
- basic and remedial education
- vocational training
- job search instruction
- job placement assistance
- child care
- counseling
- other services

Center for Employment Training also provided English-as-a-Second Language instruction for its participants. The programs operated for almost six years from 1982 to 1988. Approximately 2,600 persons were enrolled in the program and a comparable number were included in a control group. The results of this extensive demonstration study offer a unique insight into the effectiveness of various program strategies and present practical guidelines for welfare recipient training program developers.

The following excerpts from the Rockefeller Foundation's project report are useful to policy makers concerned about welfare reform, service providers who must implement the program, and the public in general who must pay for or utilize the welfare system.

ROCKEFELLER FOUNDATION REPORT

**Exerpts from Mathematica Policy Research, Inc.
Report on Short-Term Economic Impacts**

Minority Female Single Parent Demonstration Project

Background

From 1982 through August 1988, the Rockefeller foundation provided funding to selected community-based organizations (CBOs) to operate employment-training programs for minority female single parents. Four such projects—in Atlanta, Georgia; San Jose, California; Providence, Rhode Island; and Washington, D.C.—enrolled women into the Minority Female Single Parent (MFSP) Demonstration from late 1982 through 1987, and offered them an array of basic remedial education, job skill training, general employability training, counseling, child care, and other support services to help them achieve their goal of stable employment in jobs that pay adequate wages. The Rockefeller Foundation contracted with Mathematica Policy Research, Inc. (MPR) to conduct a comprehensive evaluation of the programs implemented by these demonstration projects.

Rockefeller Project Participants

Study Design

A key feature of the evaluation was the use of random assignment to identify a group whose experiences could serve as a benchmark for measuring the net impacts of the demonstration. All single mothers who were members of an ethnic minority group and who applied for training at the participating CBOs during the period from November 1984 to December 1987 were randomly selected for the treatment group or the control group. Members of the treatment group could enroll in training at the CBO; members of the control group could not enroll in training at the CBO for a period of thirty months (but could of course seek training elsewhere in the community).

The evaluation draws on a broad range of information about the programs and their operation, but interviews with members of the treatment and control groups are the main source of data for the analysis presented herein. Interviews were conducted at three points: the point of application, 12 months following application, and 30 months following application.

Program Objectives

The Rockefeller Foundation specified the objective of intervention—to provide services that would enable participants to secure employment above the minimum wage—and the target group for the demonstration—single mothers who were members of minority ethnic groups. It also provided funding which was to be matched by funds from other sources. However, the Foundation did not specify that the CBOs use a particular approach to training, preferring instead to let the CBOs decide how best to meet the project objective themselves. Accordingly, the individual MFSP demonstration projects were shaped by the organizational strengths and experience of the CBOs, their prior views of the most effective approaches for preparing persons for employment, and local constraints associated with the funding sources on which they needed to draw to assemble a package of services.

The training programs thus diverged in several respects, most importantly in the relative emphasis they placed on two general models of employment training: (1) "occupational skill training," with instruction and practice in the skills required for specific jobs; and (2) "general employability training," to enhance general preparedness for further training, job search, or employment, by upgrading basic education skills, motivation, decision-making, and job-market orientation.

The four CBOs differed in the emphasis in their projects on these two models, although some elements of both could be found in all of the programs. The project at the Center for Employment Training (CET) in San Jose emphasized very prac-

ROCKEFELLER FOUNDATION REPORT

Exerpts from Mathematica Policy Research, Inc. Report on Short-Term Economic Impacts

(continued)

tical occupational skill training geared specifically to the demands of particular jobs in the local market, supplemented by several forms of instruction to enhance basic education skills and special sessions to prepare clients for pursuing employment in the job market. A key feature of the CET approach was that all participants received job skill training (and) no minimum educational skill-level requirements were imposed as a condition for enrollment into the job-training component of the program...

Program Effectiveness

In three of the four sites, we found no short-term impacts on employment and earnings or total income. In two of these three sites, we also found no impacts on welfare receipt. However, in one site, the program appears to have caused a higher incidence of welfare receipt and higher welfare benefits at the end of the first year.

At the other site, CET, we found large, positive, statistically significant impacts on:

- The proportion who were working (an increase of 10 percentage points over the control group mean of 36 percent.)
- Hours of work per month (an increase of 17 hours over the control group mean of 51 hours)
- Monthly earnings (an increase of $133 over the control group mean of $283)
- Hourly wages (an increase of $.72 per hour over a control group mean of $5.39 per hour).

In general, the CET results appear to confirm a common finding in evaluations of employment-training programs for the disadvantaged: participants with the greatest barriers to employment derive the greatest net benefit from participation... The strong findings and distinctive approach to training used at CET may hold important lessons for the design of employment-training programs for welfare dependent single mothers.

Success Factors

Programmatic Features

Several programmatic features distinguished CET from the MFSP programs implemented by the other projects. First, CET offered vocational skill training to all of its trainees, regardless of the level of their basic educational skills. No entry tests were administered. The occupational skill training program was designed specifically to accommodate participants who exhibited varying levels of educational skills, and to allow individuals to proceed through the training curriculum at their own pace. Instructors and more advanced students helped each individual master the specific skills necessary for particular jobs. Deficiencies in basic educational skills were addressed, largely within the vocational skill training course, if they presented obstacles to the mastery of job skills. (CET also offered parallel English as a second language classes and GED instruction, and at various times provided "feeder" courses in which participants "brushed up" on their basic educational skills as they waited for slots in job training to open up.)

Phoebe Cottingham, Rockefeller Foundation, congratulates CET on a job well done.

Because CET immediately offered skill training to all, over 90 percent of CET MFSP participants engaged in training for a specific occupation. By contrast, the percentages who said that they received skill training varied from 50 to 70 percent in the other sites. Based on the process analysis of the MFSP programs, we also know that a much higher percentage of total time in the program was devoted to skill training at CET than at the other sites. Our data indicate that CET was more likely to attract persons with less than an eighth-grade education and did not systematically screen out persons with less education once they had applied. We believe that the training design of CET and the fact that it was able to deliver "Skill training for all" were major factors in the substantial measured impacts at that project.

A second program-related difference is the emphasis at CET on the program's "marketing function"—staff's view that they were providing an important "product" to local employers—namely, trained employees. This emphasis manifested itself in several ways. For one thing, the program attempted to ensure that job-ready trainees found a position, but refrained from placing trainees who had not mastered the necessary skills. (In addition, as did the other sites, CET provided instruction in job-search techniques beginning at an early point in the program.) Instructional staff tended to have

ROCKEFELLER FOUNDATION REPORT

Exerpts from Mathematica Policy Research, Inc. Report on Short-Term Economic Impacts

(continued)

extensive work experience in the trade that they taught, and staff were encouraged to "stay current" in teaching the trade, to ensure that their students' training really met the needs of employers. The program sought to offer training in areas in which work opportunities existed; when market conditions changed, course offerings were added and deleted. Finally, the program instituted an active advisory council, whose membership included several employer representatives. CET managers viewed this council as an important vehicle for ensuring that the program maintained its responsiveness to the needs of employers. Most employment training providers would acknowledge the importance of being responsive to market conditions and to employers' needs. Few organizations devote the attention to this aspect of their work that CET did, and we believe that such attention played an important role in the relatively large impacts that we observed.

CET results appear to confirm a common finding in evaluations of employment-training programs for the disadvantaged: participants with the greatest barriers to employment derive the greatest net benefit from participation....

Organizational Factors

Several characteristics of the organization also distinguished CET from the other community-based organizations that operated MFSP programs, and may have affected the net impacts that were measured. The first Center for Employment Training was established over 20 years ago in San Jose. As its name implies, employment training has been and remains CET's primary mission. When the MFSP Demonstration was implemented at the five participating centers, minority single mothers were simply integrated into the main training programs of the centers in which the demonstration was conducted.

CET was the only one of the MFSP projects whose organizational history and philosophy enabled it to integrate the MFSP project directly into an ongoing training operation. Of course, all of the MFSP programs had been in operation for two years at the time the evaluation began. Even so, none of the others exhibited the same focus on training that was evident at CET over the life of the demonstration.

More Effective Training Approach

The primary difference between the approach of CET and the approach of the other three projects pertained to the role of specific occupational training. CET emphasized skill training for all in an open-entry open-exit setting, with remedial education provided primarily within the context of skill training when educational deficiencies would interfere with attaining competency in the chosen occupation. (Two of the programs) used a more prevalent approach in which trainees receive occupational skill training only after their basic educational skills had been brought up to a level deemed necessary to succeed in occupational training. (The other program) offered an eclectic blend of educational remediation, employability development activities, and, for those who possessed adequate academic skills, training in the fundamental concepts necessary for a wide variety of occupations. The experience of the MFSP Demonstration programs suggests that these approaches, which require education first and use occupational training courses designed in a way that requires educational proficiency in order to succeed, may not be appropriate for poor single mothers who face multiple employment barriers but who want a job.

Faced with long periods of learning in a mode in which many have failed previously and without a clear link between learning and employment goals, many are unwilling or unable to persevere to a point at which they can receive job skill training. Yet the CET experience demonstrates that many women with educational deficiencies are able to participate in and benefit from appropriately designed training which focuses on mastering the specific skills necessary to perform particular jobs.

CET TRAINING DESIGN

COMPREHENSIVE SERVICES FOR THE MOST IN NEED

After almost a decade of national job training policy which promoted "creaming" of training applicants, federal legislators are now revising the Job Training Partnership Act to require local communities to develop long-term training systems which can effectively serve participants with substantial educational and language difficulties. With over twenty-two years experience serving precisely this population, CET offers a successful training model.

- ***No entry prerequisites***
- ***Vocational training***
- ***Basic skills remediation***
- ***English language instruction***
- ***Life skills instruction***
- ***Counseling and job placement***

Center for Employment Training was established to train those who are generally not served by mainstream educational institutions—people whose language, reading, math and/or behavioral skills are so limited that they either can't get into or have dropped out of public schools. In order to help these students overcome their multiple barriers, CET developed a comprehensive training program which includes English language and basic skills instruction, job skills training, and behavior modification.

Combining human development and skill training helps students prepare for success in life as well as on the job.

Over the years, this program design has served CET's students well. Even though its typical student hasn't completed the eighth grade, approximately 85% of all students complete training and, of those, 90% obtain employment in jobs for which they were trained. Unlike almost all other training program operators, CET utilizes no entry prerequisites for its courses. The training program is designed to serve a broad range of students. Because each student's instructional plan is customized to correspond with his or her needs and abilities, most students can readily gain the skills needed to obtain a job in their chosen occupational field.

Motivation and an informed understanding of the nature of the course are key predictors of trainee success. A personal interview is conducted with each applicant to clarify vocational goals and help determine his or her educational and personal needs. Applicants also participate in a tryout period to determine whether the skill is what they really want as their final choice or whether they want to tryout another skill.

Vocational and personal counseling are available for all students. Each CET training center employs counselors who help students gain access to social services that can mitigate barriers to training and employment. Because they are with their students throughout the day, technical instructors are the front-line

CET TRAINING DESIGN

vocational counselors. CET trains the whole person. Individual counseling is as important as technical instruction.

Vocational training is practical and task oriented. Courses are designed in cooperation with employers who specify the skills they look for in an entry-level employee. These skills are the basis for instruction. Curricula are revised on a regular basis to ensure that the information and technical skills being taught are current and meet industry standards. Equipment and in–structional materials are also upgraded to remain comparable to those which will be used on the job.

Basic skills remediation and instruction for the General Education Diploma (GED) are available for students who have not completed high school or who require special remediation. These basic academic skills are taught along with and directly related to the vocational skill. This makes the material easier to understand and accelerates learning.

English language instruction is available for students who are limited or non-English speaking. As with basic skills remediation, vocational English-as-a-Second Language is taught along with and directly related to the vocational skill.

Life and communication skills instruction is a key part of CET's comprehensive program. A student's ability to communicate and cope with basic life challenges often has as much to do with job success as his or her technical knowledge. In order to fully prepare students for success, CET provides several hours per week of communication and life skills instruction.

Job placement is the bottom-line of CET's training program. Students prepare for employment from the start of training. They participate in industrial tours, group support sessions, and mock interviews. Good work habits, such as punctuality, attendance, reliability and job responsibility, are emphasized throughout training. Job developers identify job openings and refer graduates to jobs related to their training and career choices.

Follow-up of graduates is key to ensuring job retention. Placed students are contacted during their first week on the job and at least once per month for the next three months. A counselor assists graduates to resolve difficulties which threaten their success at work and a job developer will help a graduate find a new job if the first doesn't work out.

The sum of these services is a comprehensive program which offers the neediest of persons a real opportunity to improve their lives.

EVENING TRAINING PROGRAM OFFERS THE WORKING POOR AN OPPORTUNITY FOR SUCCESS

Many people have a limited income and need training but must work at minimum-wage jobs to support themselves and their families. They cannot afford the time away from their jobs to attend courses which are generally offered during their work time. Because it is accredited, CET is able to help many of these individuals by providing financial aid and courses designed to fit around their work schedules. CET is developing courses with evening and weekend class hours which can help the working poor learn new occupations and improve their basic and language skills so that they can acquire better paying and more secure jobs.

FOCUS ON JOBS

FROM MANUFACTURING TO SERVICES

Over the past decade, nearly 2 million manufacturing jobs were eliminated from the U.S. New jobs in services and high-tech industries require more skill and pay less.

Many factors have combined to change the nature of today's job market, not the least of which has been the development of a global economy and labor market enhanced by rapid technological advances. The effect as described by many politicians, sociologists and labor leaders is "deindustrialization" Over the past decade, nearly 2 million manufacturing jobs have been eliminated from the U.S. In 1983 there were more than 1 million American steelworkers. By 1986 there were fewer than 700,000 and their numbers continue to diminish. Similar reductions occured in auto, rubber and textile industries. Some of these were lost due to foreign competition and automation, but more were simply shipped off-shore to take advantage of cheap labor in developing countries. The average compensation for a blue-collar worker in the U.S. exceeds $12 per hour, while comparable jobs in Taiwan and Brazil pay much below $2 per hour.

Although nearly 2 million manufacturing jobs have disappeared, manufacturing still contributes about the same share of the gross national product as it has for the past 30 years, and actual manufacturing output has increased by over 20% since 1982. But the kind of manufacturing, the skills required and the wages paid have changed.

The difference between old "smokestack" industries and their new "high-tech" counterparts is substantial. In general, high-tech manufacturing requires a higher level of skill and pays less. New technologies have diminished the need for manual labor in most new manufacturing operations. They have also increased the range of skills needed to perform the jobs which remain.

> ***"Service sector jobs, which now are the main source of employment for young workers, pay about half the real wages of the jobs lost to them in manufacturing."***
>
> *The Forgotten Half: Non-College Youth in America*, William T. Grant Foundation, Washington, D.C.

For example, the position of machinist, once the status leader in manufacturing, has evolved away from the highly skilled position which relied on refined eye-hand coordination and experience to that of a technician responsible for a wide variety of tasks once done by several other production team members. Robots or automated machines accomplish the precise and repetitive tasks once the purview of the machinist or tool-and-die-maker, while the new technician encompasses the jobs of the operator/assembler, materials handler, laborer and maintenance person. This new job doesn't require the depth of skill it once required, but it requires a wider breadth of skills than ever before. These expanded tasks require a higher basic skill level in reading, writing and computation. With more overall responsibility than the

FOCUS ON JOBS

machinist, the technician must have better management skills and be able to comprehend often complex manuals for the mathematically-based machinery.

The Department of Labor projects that the fastest-growing jobs during the '90s will be in low- to mid-level occupations. For the most part, these jobs are substantially lower paying than the entry-level jobs in manufacturing available just two decades ago and they require substantially better skills in reading, math, communication and reasoning.

A Bureau of Labor Statistics survey of 14 industries indicates that 86% of the jobs requiring professional, technical or managerial skills are expanding, while 93% of blue-collar jobs are shrinking.

"It is my feeling that even though times are good in America now and employment is up, the time will never come again when America will regain its strength in industry...Business, in my mind, is nothing but 'value-added,' we must add value and wisdom to things and this is what America seems to have forgotten...When people forget how to produce goods they will not be able to supply themselves with even their most basic needs."

Akio Morita, Co-founder of Sony Corporation
The Japan That Can Say No

WORKERS EMPLOYED BY SECTOR

PERSPECTIVE: Training for Reindustrialization

Sony co-founder, Akio Morita, has issued a challenge to the United States, and in so doing, helps clarify the loss to the nation, and to entry-level workers, of its industrial base. The deindustrialization of America makes it more difficult than ever before for unskilled persons to obtain employment and become self-sufficient. Increasingly, there are calls for a rebirth of manufacturing in the United States. Although the trend from manufacturing to services has yet to reverse, it is likely that the '90s will see renewed growth in the manufacturing sector, but where will tomorrow's industrial workers come from, and who will train them?

Emerging technologies create new jobs and redefine old ones. This seemingly constant change makes it difficult for traditional educational institutions to adjust their programs to reflect current industry needs. In contrast, a private nonprofit training institution can often be more flexible and readily create new and upgrade existing training options.

Half-a-dozen years ago, in recognition of the evolution in office clerical functions, CET changed its secretarial training to "Automated Office Skills" which not only focuses on computer operations, but also the expanded roll of office personnel in information systems management. In the past year, CET started commercial cooks training in San Jose as well as new upgrade training courses in computerized financial management and advanced software operations in Tuscon.

Reflecting changes in the job market, CET has been forced to train increasingly for service industry jobs. Nevertheless, as older tradespeople retire, students from our welding, sheetmetal, machine shop and electronics skills are in increasing demand. As American industry rebuilds, CET will be there to train the new industrial workers of the 21st century.

FOCUS ON TRAINING

TRAINING THE LABOR FORCE OF THE NINETIES

Over 75% of the labor force in the year 2,000 have already finished high school. The greatest labor shortage in U.S. history will result in a 20% drop in new job applicants over the next decade. Training options for non-college oriented persons must be greatly expanded by industry, schools and government.

The 1990s will mark the end of the era of white male predominance in the labor market.

■ **The labor force of the nineties is already out of school.** Even if greatly needed improvements in the public school system could be immediately implemented, it would be many years before they would be felt in industry. The bulk of the labor force of the '90s and the first decade of the 21st century are already out of school. If the skills of most of the labor force for the next 20 years are to be improved, it will be through adult education provided by industry and public and private schools.

The vast majority of companies spend far more to teach their managers to conduct meetings or manage stress than they do to train laborers to upgrade their positions.

■ **End of white, male labor force** — The 1990s will mark the end of the era of white male predominance in the labor market. White males comprise approximately 50% of workers today. The Department of Labor estimates that by the year 2,000, white, male, high school graduates will comprise no more than 15% of the new entrants into the labor market.

■ **Baby bust generation comes of age**— We are on the eve of the worst labor shortage in the nation's history. The "baby bust" generation is coming of age in the labor force and will result in a 20% drop in new job applicants. For the foreseeable future, employers must choose from a diminishing and increasingly poorly educated labor pool. The vast majority of new male workers will be Black or Hispanic.

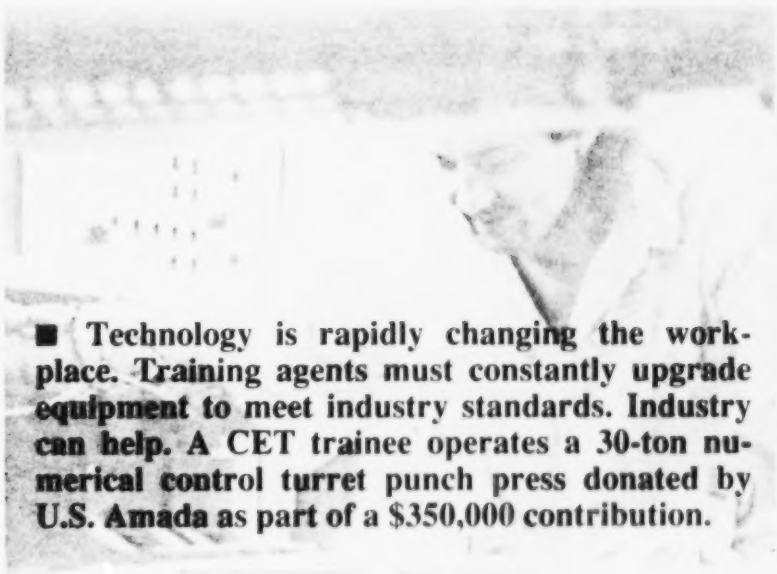
Nationally, over half of Black and Hispanic males don't complete high school. Averaging around 40%, the unemployment rates for Black and Hispanic youth are almost triple that of White youth. With the composition of the entry labor force increasingly made up of poor and minority youth, employer hiring and training practices must change to reflect the needs and abilities of the labor force.

Averaging around 40%, the unemployment rates for Black and Hispanic youth are almost triple that of White youth.

■ **Little effort currently directed toward nonprofessional labor force** — Although there is increased expression of concern about the lack of basic and technical skills among non-college educated workers, the clear emphasis in training for industry is on supervisors, professionals and corporate managers.

The average American college student currently receives a combined public and private subsidy of approximately $5,000 per year of college. In contrast, only about 5% of low-income persons who are eligible for federally subsidized job train-

FOCUS ON TRAINING



■ Technology is rapidly changing the workplace. Training agents must constantly upgrade equipment to meet industry standards. Industry can help. A CET trainee operates a 30-ton numerical control turret punch press donated by U.S. Amada as part of a $350,000 contribution.

ing receive assistance — and that is generally limited to a one-time subsidy averaging around $2,000.

Of the billions annually spent by employers for training, only 1% goes toward raising basic skills. Yet, it is precisely this lack of language, reading and writing skills which prevents many workers from being able to keep up with the rapidly changing demands of their jobs. As industry automates production facilities and redefines work tasks, many employees are unable to learn new skills which would make them more employable. They are laid-off and must face the increasingly difficult task of finding work requiring only the most basic of skills.

■ **Focus on adult training required**—Determining the best way to train the labor force to meet the needs of industry today and tomorrow is a complex problem. Where must the nation focus its efforts so as to most effectively compete on an international level and ensure economic prosperity and security? It seems clear that our public schools fail to adequately prepare our youth, not only in science and math, but also in the basic skills of reading and writing. The need for a fundamental revision of public school education is apparent. But, we'll be well into the twenty-first century before a reformation of the public schools bears fruit. Can the nation afford to wait?

Training adults who are either outside the job market or marginally employed within it is the only real option if we are to improve the quality of the labor force for the next decade. There is a large reserve labor pool in low-income communities comprised of people who desire work, but don't have the skills or experience to obtain it. These are people who generally were failed by the traditional school system and suffer not only from limited skills but a low sense of self-worth and a generally accurate recognition of limited options. Social and economic policies have largely ignored this population, assuming publicly that income opportunities would somehow "trickle down" to these inner-city and dirt-poor rural communities, privately accepting the reality of a permanent underclass in America. Demographic realities and a rapidly changing world economic order will no longer allow this cruel deceit.

■ **Training must speak to the realities of nation's poor**—Like it or not, employers, government, and training agents are forced to serve a highly needy population. Training programs must drop stringent prerequisites and instead develop effective methods for teaching not only vocational skills, but also basic skills, language skills, and job readiness skills. CET's experience indicates that even complex vocational skills can be taught to functionally illiterate persons if sufficient resources are made available.

Only with a strong commitment to fully develop its human resources, can the nation meet its labor needs for the next decade.

FOCUS ON BASIC SKILLS

WORKERS MUST DEVELOP FAR BETTER BASIC SKILLS

Even entry-level jobs often require reading and math skills far beyond the ability of many applicants.

The U.S. "can't have a world-class economy without a world-class work force, from senior scientists to stockroom clerks. I am most concerned about the least among us, the disadvantaged and the dispossessed... They are tomorrow's workers too."

David Kearns, Xerox Corporation CEO
Winning the Brain Race

One hundred years ago, the United States was able to surpass Britain in manufacturing, largely because of the high literacy level of the American labor force. At the time, only two-thirds of British workers could read and write while 95% of adults in New England were literate.

Today, the functional literacy rate in the United States is around 80% while that of Japan is better than 95%. Small wonder that Japanese industry is rapidly challenging the U.S. for worldwide manufacturing dominance.

In 1987, the New York Telephone Company administered a simple entry-level exam measuring basic skills in reading, math and reasoning to 57,000 job applicants. Over 96% (54,000) of the applicants failed the exam.

■ **A critical lack of basic skills**—The actual number of adults who lack sufficient basic skills to function in entry level jobs is impossible to determine. For instance, the State of California estimates that 3.1 million adults need literacy services while the federal government estimates that 4.5 million California adults require services. Whatever the number, it is clear that large numbers of adults are inadequately prepared for even the most basic of jobs. With less than three-quarters of all young people in the U.S. graduating from high school and around 25% of graduates unable to pass an eighth-grade reading and writing test, the situation will not rapidly improve.

■ **Today's jobs require increasingly higher levels of basic skills**—MacDonald's fast-food restaurants are major employers of entry-level workers. They recently substituted pictures of food for the word identifiers on their cash registers because of their workers' lack of reading ability. Few employers will be able to accomodate their employees limitations so readily. Quite the contrary, almost all jobs require substantially more

Average Daily Reading Required on Typical Jobs

Even the more mundane jobs often require significant amounts of reading. The International Reading Association estimates the following average amounts of daily reading required on the job:

- Secretary.....168 minutes
- Account Clerk.....120 minutes
- Electrician.....120 minutes
- Practical Nurse.....78 minutes
- Auto Mechanic.....60 minutes
- Air Conditioning Mechanic.....45 minutes

FOCUS ON BASIC SKILLS

"Say J...O...B..." Francisco Irias, ESL instructor, San Jose CET

proficiency in reading, math and communication skills than were required by entry jobs two-decades ago.

The Department of Labor uses a scale of 1 to 6 to rate levels of reading, writing, and vocabulary required to perform on a specific job. A worker functioning at level 3 can read equipment instructions and safety rules and can write simple reports. Most retail salespeople must be able to function at a level 3. The Hudson Institute estimates that only 22% of new employees will be able to function at level 3 or better. Higher skilled positions such as nurses, technicians, and managers will require at least level 4 skills such as the ability to read journals and manuals and write basic business letters and reports. The Hudson Institute estimates that only 5% of new employees will able to accomplish these basic tasks.

■ **Technical skill requirements on the rise**—The requirement for technical skills has also increased. Twenty years ago the typical secretary had to be able to operate a manual typewriter, file and answer a single line phone. Today, the same secretary must handle a word processor, enter and retrieve information from a database, and relay calls on sophisticated telecommunications equipment. As jobs become more complex and new industries develop, as many as 50 million workers may have to be trained in new job skills. During the '80s, almost 2.3 million workers have been displaced annually. Approximately one-third of these lacked the basic skills needed for other employment and either didn't find other work or became employed in jobs paying significantly lower wages.

The ability to train new workers and retrain current workers is largely dependent upon their ability to read and understand instructional materials. Although U.S. companies spend almost $30 billion each year on worker training, almost nothing is being spent on literacy training.

■ **Remediation most effective when linked with vocational training**—At CET, basic skills are not an abstraction—they are essential skills which allow graduates to perform well on the job. CET has been most effective in providing basic skills instruction when it is linked directly to the student's vocational course. To the extent possible, vocabulary, writing and math skills are taught when the student needs them to accomplish a specific work task. In this way, the student clearly understands the reason for needing the skill and can apply it directly as he or she will use it on the job.

■ **Lack of English speaking ability is the most difficult barrier for many new immigrants**—Without the ability to communicate in English, many new immigrants are trapped in foreign language barrios, excluded from training opportunities, and must accept the lowest level jobs in the job market. CET is one of the few training programs in the country which can serve the non-English speaker. Students are immediately enrolled in a job skill class and learn English concurrently in the context of their chosen skill.

FOCUS ON SPECIAL NEEDS GROUPS

TARGETING THE MOST IN NEED OF TRAINING AND SERVICES

Many people face barriers which preclude their successful participation in traditional public and private schools. Employment training policies or programs which fail to address their needs are shortchanging America.

There is a widening gap between the jobs of the '90s and the skills of the labor force. The greatest distance is found in the inner-city where minority school dropout rates exceed 50%. There are many reasons for this, but, at the core, is poverty. One-fourth of all children currently entering first grade receive welfare. One-fourth of all children in the U.S. are born to unmarried women, and 42% will live in a single-parent family before they reach eighteen.

The effect of long-term poverty and the increased requirements of business and industry has increased unemployment in the inner-city. In 1969, approximately 80% of urban adult Black males were employed. Today, only half have even part-time employment.

■ **Labor force of the nineties will be comprised primarily of racial minorities and women**—More than half of all new workers hired between now and the end of the century will be minorities. This is more than three times the current rate. Those who used to be considered as isolated groups with "special needs" will now be the majority of the labor force. If the U.S. is to have an efficient and productive labor force, it must come to grips with and accomodate their needs.

Because of a surplus of labor for entry-level positions, U.S. industry in the '80s has had little concern for the needs of job applicants with low basic skills, language problems, or small children at home. They could simply "cream" from the top of the labor pool. Led by many Private Industry Councils, the federally supported Job Training Partnership Act (JTPA) continues this practice by focusing training on those "most likely to succeed."

But this ability to overlook those with substantial barriers to employment and training is rapidly changing. Because of the diminishing size and changing composition of the labor pool, employers and trainers alike are forced to come to grips

FOCUS ON SPECIAL NEEDS GROUPS

with the changing face of American labor. The following provides capsule descriptions of the characteristics and needs of groups which will comprise the majority of U.S. labor for the forseeable future.

■ **Minorities**—Blacks and Hispanics are among the most rapidly growing segments of the labor force—and they are the most ill-prepared to succeed. Minorities currently comprise approximately 17% of the labor force. By the year 2000, they will make-up 43% of all workers.

The school dropout rates of Blacks and Hispanics are the highest of all groups and they lag far behind on national competency tests. They suffer the highest unemployment rates and are more likely to become imprisoned or violently killed. Blacks have for years experienced the high incidence of single-parent families which Hispanics are just now beginning to experience.

■ **Immigrants**—The number of immigrants eligible for employment and training in the U.S. has swelled as a result of the Immigration Reform and Control Act (IRCA) of 1986. This has resulted in a substantial challenge and opportunity for states and communities with significant numbers of newly legalized immigrants. California as a whole and Los Angeles in particular are greatly impacted by IRCA. 55% of the nation's 2.7 million anmesty applicants reside in California. Of these, over half are in Los Angeles.

As legal residents of the U.S., these immigrants may now openly compete for jobs. Consequently, they can potentially help fill the labor shortages caused by overall diminishing birthrates. Unfortunately, newly legalized immigrants are poorly prepared for jobs in the primary labor market. Over 1 million (37%) were farmworkers with little or no English language skills, only rudimentary math skills, and minimal employment experience outside of agriculture. Of the nonfarmworkers, 24% were laborers, 21% were service workers, 13% were students, 11% were skilled workers, and 5% were unemployed or retired. If this available labor pool is to be utilized for jobs in manufacturing and service industries, they will require substantial training in language, basic education and technical skills.

■ **Dropouts**—Over 1 million young people drop out of high school every year. Fewer than three out of four young people who enter high school graduate. A U.S. Department of Education study found that only 71.1% of the students who were freshmen in 1983 graduated four years later. This study understates the number of school dropouts because it does not take into account young people who had already dropped out before entering their freshman year. The state of California was near the bottom of the list with a 66.1% graduation rate.

Dropouts comprise a disproportionate share of almost all special needs groups in society: Dropouts head more than half of all welfare families. 80% of all unwed teen parents are dropouts. Two-thirds of the U.S. prison population are dropouts.

■ **Youth**—The Baby Boom years of large numbers of youth entering the labor market are over. The Baby Bust years are here. Although substantially fewer youth are competing for jobs, they are less prepared than their predecessors and the job demands are greater. In 1973, 44% of men under age 20 worked in manufacturing. By 1986 this had been cut in half to 22%. The service industry jobs which are now the primary employer of youth pay less and require more skills than the manufacturing jobs they replaced.

■ **Women**—The fastest growing segment of the labor force is women with children under the age of six. Women will comprise almost 50% of the labor force by the year 2000 and, as a group, are better educated than other expanding elements in the labor force. Women entering the job market for the first time can help fill the gap left by the declining birth rate, but they are hampered by the need to care for dependent children and, increasingly, parents. Although there has been much talk about the importance of affordable, quality child care to enable women to work, little has actually been done to provide it. Only 5% of U.S. companies provide any assistance with child care and fewer than 300 companies have helped start child care centers. The cost of child care is so prohibitive (often over $100 per week) that women who accept a job in order to get off welfare often fail because they can't afford child care.

FOCUS ON POLICIES

NEW TRAINING POLICIES MUST FOCUS ON MOST IN NEED

New directions in federal, state and local community employment training policies reflect increased concern to train the most in need.

The "industrial heartland" has become the "rust belt" sending displaced workers to the west in search of work where they often find only minimum wage, dead-end jobs.

In 1967, when CET first began training the poor, federally subsidized job training was in its infancy. Most policy makers assumed that industry would continue to hire unskilled labor who would learn their job specific tasks on the job. It didn't seem necessary for a prospective assembly line worker to be trained before employment. With the baby boomers just entering the labor force, there was a wealth of individuals to choose from and employers could pick and choose the best. But available jobs and the emerging labor force has radically changed.

The "industrial heartland" became the "rust belt" as auto, steel and rubber factories closed their doors and displaced workers began their emigration West and South. There, booming aerospace and growing "high-tech" industries offered hope for good jobs. They found not only generally lower paying jobs which required more skills, but intense job competition from new immigrants from Central and South America and Asia, as well as swelling numbers of women entering the labor force for the first time. Unemployment levels rose across the country spawning federal job programs for the poor. Generally these were "dead-end" public service jobs.

> ***"The program (JTPA) is not focusing on hard-to-serve individuals—the population segment where, potentially, the greatest return on investment can be realized."***
>
> Gerald W. Peterson, Labor Dept. Assistant Inspector General, testimony to House Education and Labor Committee, 1988

Two decades ago, today's Job Training Partnership Act (JTPA) didn't exist. Neither did its immediate predecessor, the Comprehensive Employment and Training Act (CETA). Job training monies were relatively meager and dispersed by several different, largely uncoordinated, federal agencies. There were few training options available other than through trade schools operated by the public school systems and community colleges. These schools were not specifically designed for educationally or economically disadvantaged persons and many low-income people simply couldn't get into them because they couldn't meet the entry-level prerequisites.

Over the past twenty years, the alphabet soup of federal job training programs has yet to result in a system which serves the very needy.

For the past twenty years, there has been an alphabet soup of jobs programs, all aimed at curbing the unemployment problems of the nation's poor: MDTA (Manpower Development and Training Administration), YEDTP (Youth Entitlement Demonstration and Training Program), AYES, STIP, BEST, YIEPP, YACC, SCSEP, HIRE, etc., etc., etc.

Each has had its share of successes and failures, but none clearly pointed the way to a fully effective employment training system.

FOCUS ON POLICIES

The trend has been to increase the demand for stringent performance standards. With diminishing resources, politicians and taxpayers alike have demanded more accountability for the use of their training dollars. This has resulted in the creation of JTPA performance standards for placements and "cost per entered employment" among other factors. It has also had the unfortunate effect of pushing training agencies to select the "most likely to succeed" from the eligible client population—often to the exclusion of those who face multiple barriers and have no other training option.

The result of this is that the very people for whom the Job Training Partnership Act was intended may be screened out of training because they make it more difficult to meet performance standards. This failure of JTPA nationally to serve a very needy population has resulted in the introduction of three major bills in congress to reform the Act.

The Job Training Partnership Act (JTPA) will be revised in the near future to emphasize greater service to the "hard-to-serve."

CET has participated in the debate over which aspects of the competing congressional bills will be most likely to benefit low-income participants and meet industry's need for skilled entry-level workers. Below are some key recommendations which could be partially implemented now by Service Delivery Areas without legislative revision.

Recommended Changes to JTPA

After almost a decade in operation, the Job Training Partnership Act is in need of substantial revision. It has encouraged training agencies to focus their efforts on the most capable of eligible persons. Consequently, training providers have not been challenged to develop effective programs for those who are more difficult to serve. It is past time for a change. CET encourages policy makers to grapple with the difficult task of designing a training system which encourages serving rather than discriminating against the "hard-to-serve." The following recommended revisions to the Job Training Partnership Act would encourage training providers to develop programs which are effective with those who face multiple barriers to employment.

- ***Link basic skills instruction and pre-employment skills training to job training and placement.*** There is a critical need for increased basic academic and work readiness skills in the new labor force, but without concrete job skills, low-income job seekers will continue to face overwhelming barriers to work. In addition, preparation for a specific job is a major motivator for students to acquire new math and language skills.
- ***Eliminate or substantially increase the allowable cost standard for training and placement.*** This would allow those who face multiple barriers to have sufficient time to overcome them and gain marketable skills.
- ***Establish separate performance standards for the hard-to-serve.*** Those with multiple barriers require more resources and cost more to train. In order to encourage Service Delivery Areas (SDAs) and training providers to target these individuals, separate standards should be applied which allow for longer and more comprehensive training and a parallel increase in the cost of training.
- ***Give priority to choosing service providers from those which have a demonstrated effectiveness in training and placing the "hard-to-serve."*** There is a critical difference between agencies which are effective with the general population and those which are effective serving those with multiple language, basic skills, and behavioral difficulties. Giving priority to the latter will encourage training agents to target needier populations.

TRAINING CENTER LOCATIONS

CET INFORMATION

California (800) 533-2519

ADMINSTRATION

701 Vine Street
San Jose, CA 95110
(408) 287-7924

CALIFORNIA REGION 1

CET—Region 1 Administration
701 Vine Street
San Jose, CA 95110
(408) 287-7924

CET—Gilroy
8111-B Swanson Lane
Gilroy, CA 95020
(408) 842-6484
- Accounting Clerk/Bookkeeper
- Custodial/Facility Maintenance
- Office Skills/Word Processor

CET—San Francisco
180 Fairoaks
San Francisco, CA 94110
(415) 847-9298
- Account Clerk
- Automated Office Skills
- Custodial/Facility Maintenance
- Data Entry/Computer Operator

CET—San Jose—Market
425 South Market Street
San Jose, CA 95110
(408) 287-7924
- Automotive Specialist
- Machine Tool Operator
- Precision Sheet Metal

CET—San Jose—McGinness
1212 McGinnes Avenue
San Jose, CA 95127
(408) 287-7924
- Accounting Clerk/Bookkeeper
- Data Entry/Computer Operator
- Security Guard
- Facility Maintenance

CET—San Jose—Vine
701 Vine Street
San Jose, CA 95110
(408) 287-7924
- Automated Office Skills
- Building/Facility Maintenance
- Child Care Provider
- Commercial Food Services
- Custodial Services
- Microscope Elect. Assembly
- Montessori Teacher Training
- Printing/Graphics
- Shipping and Receiving

CET—San Mateo
3383 Middlefield Road
Menlo Park, CA 94025
(415) 364-2537
- Custodial Services
- Data Entry/Computer Operator

CALIFORNIA REGION 2

CET—Region 2 Administration
701 Vine Street
San Jose, CA 95110
(408) 287-7924

CET—Oakland
5725 East 14th Street
Oakland, CA 94612
(415) 261-0950
- Automated Office Skills
- Custodial/Facility Maintenance
- Light Vehicle Driver
- Machine Tool Operator
- Shipping & Receiving

CET—Oxnard
730 South "A" Street
Oxnard, CA 93030
(805) 487-9821
- Automated Office Skills
- Data Entry/Computer Operator
- Electronic Assembly
- Machine Tool Operator

CET—Salinas
330 Griffin Street
Salinas, CA 93901
(408) 424-0665
- Automated Office Skills
- Custodial Services
- Electronic Assembly
- General Clerk

CET—Santa Maria
211 West Main Street
Santa Maria, CA 93454
(805) 928-1737
- Automated Office Skills
- Micro-Electronic Assembly
- Shipping & Receiving

CET—Watsonville
24 Menker Avenue
Watsonville, CA 95076
(408) 278-4551
- Automated Office Skills
- Building Maintenance Repairer
- Combination Welder
- Electronic Assembly
- Electronic Technician
- Electronic Tester
- Machine Tool Operator

CALIFORNIA REGION 3

CET—Region 3 Administration
9331 Douglas Fir Street
Riverside, CA 92503
(714) 359-7177

CET—Calexico
1501 W. Imperial Avenue
Calexico, CA 92231
(619) 353-5450
- Automated Office Skills

CET—El Centro
380 South Third Street
El Centro, CA 92243
(619) 353-5450
- Account Clerk/Bookkeeper
- Automated Office Skills
- Building Maintenance Repairer
- Welding Fabrication

CET—Escondido
1026 East Valley Parkway
Escondido, CA 92025
(619) 747-9115
- Electronic Assembly

CET—Indio
44-105 Jackson Street, Bldg A
Indio, CA 92201
(619) 347-4808
- Automated Office Skills
- Groundskeeper

CET—Los Angeles
2947 East 44th Street
Vernon, CA 90058
(213) 582-9789
- Automated Office Skills
- Custodial Maintenance
- Machine Tool Operator
- Shipping and Receiving

CET—Orange County
2045 North Main Street
Santa Ana, CA 92706
(714) 568-1755
- Custodial Services
- Electronic Assembly

TRAINING CENTER LOCATIONS

CET INFORMATION
Outside of California (800) 445-7607

CET—Rancho California
42066 Avenida Alvarado, Unit A
Temecula, CA 92390
(714) 676-7514
- Automated Office Skills
- Shipping & Receiving

CET—Riverside
9327 Narnia Drive
Riverside, CA 92503
(714) 715-0876
- Automated Office Skills
- Electronic Assembly
- Machine Tool Operator
- Shipping & Receiving

CET—San Bernadino
19059 Valley Blvd., Suite 202
Bloomington, CA 92316
(714) 877-3838
- Shipping and Receiving
- Welding Fabrication

CET—San Diego
2691 B. Street
San Diego, CA 92102
(619) 233-6829
- Automated Office Skills
- Electronic Assembly
- Electro-Mechanical Assembly
- Machine Tool Operator

ARIZONA

CET—Phoenix
301 West Roosevelt Street, Suite D
Phoenix, AZ 85003
(602) 253-0445
- Account Clerk/Bookkeeper
- Automated Office Skills
- Building Maintenance
- Shipping & Receiving

CET—Tucson
2750 South 4th Street, #104
Tucson, AZ 85725
(602) 884-9143
- Account Clerk/Bookkeeper
- Advanced Software
- Automated Office Skills
- Computerized Financial Mgmt.
- English-as-a-Second Language
- Machine Tool Operator
- Shipping & Receiving

CET—Yuma
301 South Main Street
Yuma, AZ 85364
(602) 782-4787
- Account Clerk/Bookkeeper
- Building Maintenance
- General Clerk/Cashier
- Office Skills

IDAHO

CET—Burley
1247 West Main Burley
Burley, ID 83318
(208) 678-0077
- Automated Office Skills
- Shipping & Receiving

CET—Nampa
116 14th Avenue South
Nampa, ID 83651
(208) 465-0421
- Account Clerk/Bookkeeper
- Automated Office Skills
- Customer Relations
- Shipping & Receiving
- Welding

NEVADA

CET—Reno
1931 Sutro Street, #103
Reno, NV 89512
(702) 348-8668
- Automated Office Skills
- Electro-Mechanical Assembly
- Shipping & Receiving

CALIFORNIA HUMAN DEVELOPMENT CORPORATION

CHDC CET—Santa Rosa
3273 Airway Drive
Santa Rosa, CA 95403
(707) 576-0919
- Office Occupations
- Electronic Assembly
- Industrial Mechanical Skills

CHDC CET—Yuba City
1468-G Sky Harbor Drive
Marysville, CA 95901
(916) 741-2924
- Electronic Assembly
- Farm Equipment Maintenance

CHDC CET—Stockton
2895 North Teepee Street
Stockton, CA 95205
(209) 943-7671
- Electronic Assembly
- Welding
- Industrial Mechanical Skills
- Shipping and Receiving
- Skill Master

WASHINGTON HUMAN DEVELOPMENT CORPORATION

WHDC CET—Seattle
4636 East Marginal Way South,
Suite 108
Seattle WA 98134
(206) 762-5192
- Office Occupations
- Automotive Technology

VALLECITOS CET

Vallecitos CET—Hayward
597 "C" Street
Hayward, CA 94541
(415) 537-8400
- Automated Business Skills
- Electronics Tester
- Electronic Technician
- Custodial/Janitorial Skills

Vallecitos CET—Union City
#4 Union Square Boulevard
Union City, CA 94587
(415) 487-1542
- Automated Business Skills

For general information: call CET's toll-free numbers listed at the top of these pages.

TRAINING THE WORKERS OF THE '90S

A simple equation — complex answers:

- U.S. industry needs skilled, well educated workers in increasing numbers.
- The labor force is diminishing and changing radically — increasingly comprised of women, minorities and the poorly educated.
- Private industry, public schools and training institutions are not prepared to train the millions of workers who lack the skills for tomorrow's jobs.

Solving the problem will not be simple. It will require clear thinking, dedication and a lot of hard work by employers, trainers and policy makers.

CET will be there!

Center for Employment Training

ANNUAL REPORT

1989

PRINTED BY CET STUDENTS AND STAFF